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ABSTRACT

Professional practice schools are restructured public schools that are: (1) models of good practice; (2) responsible for education and socialization of teachers for new roles; and (3) designed to support ongoing research directed at improving practice. The seven essays in this book focus on the rationale for professional practice schools and the issues associated with their implementation: (1) "A Conceptual Framework for Professional Practice Schools" (Marsha Levine); (2) "Child as Meaning Maker: The Organizing Theme for Professional Practice Schools" (Ellen M. Pechman); (3) "Establishing Professional Practice Schools for Teachers" (Mary M. Kennedy); (4) "Accountability for Professional Practice" (Linda Darling-Hammond); (5) "Teacher Development in Professional Practice Schools" (Ann Lieberman and Lynne Miller); (6) "Institutional Standards-setting in Professional Practice Schools: Initial Considerations" (Holly M. Houston); and (7) "Professional Practice Schools in Context: New Mixtures of Institutional Authority" (Barbara Neufeld). (IAH)

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